

Learning Conversation Notes	
Name of Partner: Golden Sierra Life Skills – Men, Infants, and Children Program (MIC)	Date: December 04, 2007
Conversation Participants: Tom Grayson, Don Ferretti, Nancy Baggett, Judy Marston, Melanie Cleary, Janice Critchlow, Joanne Evans, Deborah Dahl, Cesar Acosta, Carlos Urbieto, Maureen Schat, Kristi Crowley, Cathy Ferron	
Outcomes: Fathers and father figures of children pre-natal through 5 are knowledgeable in child nurturing, child interacting and parenting and use these skills so that their children develop appropriately.	
Performance Measures: <ul style="list-style-type: none"> • Demographics for fathers and their children according to the categories mandated in the First 5 Placer Demographic Tool. In addition, the following will be required: number of children served directly, the number of children served indirectly and the number of parents/caregivers served. • Results of the Anecdote Forms and Photo Essays demonstrating fathers' use of positive parenting skills. • Results of pre/post assessments measuring parenting knowledge. • Results of the Early Childhood Outcome Screen measuring child's development at the beginning of the course and at the end of the course. 	
Number of Children Served:	67
When served:	7/01/2007 – 11/30/2007
Gender:	
- Male	35
- Female	32
- Unknown	
Ages:	
- Prenatal	
- < 1 yr	8
- 1 yr	11
- 2 yrs	11
- 3 yrs	14
- 4 yrs	12
- 5 yr	11
- Unknown	
Ethnicity	
- Alaskan Native/ American Indian	1
- Asian	
- Black/African American	3
- Hispanic/Latino	46
- Pacific Islander	
- White	17
- Multiracial	
- Other	

What is this data telling us about achievement of outcomes?

Demographics

Children served are evenly distributed across all age groups, this represents distinct developmental stages. Fathers benefit from seeing these differing developmental stages represented. Demographics show diverse group of father's age groups. Fathers have been referred by WIC, High Conflict and Facilitators Office of the Court, other First 5 Partners, Best Step, and email announcements. Hispanic community has had self referrals from CSOC in the Tahoe and Roseville area. Community word of mouth referrals seem to have increased from in the past.

Children's data shows diversity in Ethnicity. Hispanic/Latino population makes up 66.7 percent of children served. The primary language spoken in the home is split nearly equal (English 30/Spanish 37). Kings Beach and Lincoln classes are taught in Spanish and fathers are all Hispanic/Latino.

No children were identified as having special needs. There are many unknowns, as fathers may not know how to answer the question. Possibly related to how the form is worded, will follow up on changing the form as a next step.

Regions served are spread throughout Placer County including Newcastle. Largest concentrations of children live in Tahoe, Auburn, and South Placer.

Goal is to have 10-12 fathers per class. Fathers have children spread throughout the 0-5 age range, which highlights the need for diversity in class topics addressing the differing developmental stages represented. 52 of the 55 fathers served were new. MIC staff feels this is due to word of mouth (program reputation) and outreach, including the Outcomes Faire. Many of the new fathers are single dads looking for support. More than half of the dads (56%) are 20-29. One dad is a step father coming to gain parenting skills. Father's ethnicity mirrors that of the children (67% Hispanic/Latino).

Most fathers have not been mandated to take this class but have been referred by a peer or a mediator from the court. Even though fathers are not mandated to attend, many are there because a crisis has occurred and they would like to gain the skills and support. Perhaps parenting conflict within the home or between homes brought fathers to the class. MIC focuses on the father's role in their children's life and the importance of this, which includes being a good parenting partner. Both married and unmarried fathers attend class. MIC holds classes in collaboration with the Roseville, Auburn, and North Tahoe Family Resource Centers, and Lincoln Lighthouse.

Results of the Anecdote Forms and Photo Essays demonstrating fathers' use of positive parenting skills

Photos and anecdotes were shown and will be attached with report.

Individual fathers take the photos with their children, then the photos are brought to class. As a group they discuss the photo and select the best reflected indicator from the Early Childhood Outcome Screen tool, represented in the photo.

Fathers were seen using the skills identified in the outcome: child nurturing, child interacting, and parenting.

With regard to the anecdotes collected, 3 fathers identified that anger/yelling/fighting is bad for brain development of a child.

Pre/Post Assessments

At the end of the whole series of classes the father completes the assessment form. The “pre” assessment questions are answered retrospectively. The detailed results are attached with this report. When looking at the results fathers showed an increase in their stated knowledge around parenting and brain development. Fathers mentioned brain development as a significant issue regarding their child. The film “Window of Opportunity” proved to be a good tool in educating fathers about the effects of violence on brain development.

Overall, fathers identified the need for more hands on activities with children. Fathers identified the negative impact of anger/fighting/tragedy. Fathers responses show that they are gaining knowledge around child nurturing, child interaction and parenting...discovering not only what they should do, but what they should not do. Fathers also have an opportunity to discover what they are doing well and what they should continue doing.

MIC staff highlights to fathers that this class is only the beginning of building positive parenting practices. The Hispanic facilitators feel that the effect of MIC is stronger with the younger fathers in their classes. Resources and referrals are offered to fathers as continuing support after they graduate from the class. Fathers are welcome to attend the MIC classes at any time as a way of obtaining continuing support.

Early Childhood Outcome Screen

Graphs displaying outcome screen results were shown and will be attached with report. Questions 9, 10, 13, 14, 15, and 16 speak to the development of the child.

At exit data showed that all children were moving toward achieving these indicators, no children were in crisis.

As the fathers go through the program they learn positive parenting skills; which in turn assists the child in achieving appropriate emotional and physical development. Fathers share that they are seeing this achievement and positive development in their children.

Indicator 19 (Parent/Caregiver: Engaged in positive parenting and child development practices)
This indicator saw the greatest shift with nearly all children and fathers engaged in positive parenting and child development practices.

Parent/caregiver scores are not as high as the child scores. 10 weeks is not a long time, it is important that community referrals, resources, and supports are shared and created to support the sustainability of the knowledge and skills fathers are gaining in the MIC class.

The outcome screens do show that the fathers are increasing their knowledge in child nurturing, child interacting, and parenting.

In what ways will we apply what we have learned from our data?

- Lincoln MIC class is having challenges with consistent participation; fathers work long hours and it is challenging to attend in the evening. MIC staff needs to continue to look closely at the needs of community being served regarding class times, locations, work schedules, etc. MIC staff will talk with Lighthouse and WPUUSD (Preschool Program) regarding challenges in Lincoln.
- Recommend showing “Window of Opportunity” at a First 5 Partner Lunch.

Next Steps:

- Question regarding IDEA status of the child needs to be reworded on the Intake Form, so that fathers are better able to understand what is being asked in this question (i.e. Does your child have any special needs?).

- Next Learning Conversation to be held Wednesday, May 21, 2008, from 1:15 pm – 4:45 pm